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ABSTRACT

In response to plenary session resolutions of the Academic Senate of the California Community Colleges, the Academic Senate Executive Committee prepared a paper that explores the background and purpose of the California Articulation Number (CAN) System, a cross reference course identification system for lower division, transferable, major preparation courses. The CAN System is based on course articulation--courses considered to be comparable, but not necessarily identical, and acceptable "in lieu of" each other. Additionally, the document examines the CAN process, describes the criteria to qualify courses, discusses faculty participation, delineates the role of the articulation officer, and identifies systemwide issues in the evaluation of funding of the project. Recommendations to local senates include viewing the CAN process as part of the local curriculum approval and review and ensuring faculty participation and oversight. Three appendixes include course qualification criteria, a CAN System survey, and an evaluation of the CAN System submitted to the Academic Senate by the Educational Policies Committee. (AS)

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THE ACADEMIC SENATE
For California Community Colleges

ED 421 190

The California Articulation Number (CAN) System: Toward Increased Faculty Participation

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JC 980 335

Adopted
Spring 1998

The California Articulation Number (CAN) System: Toward Increased Faculty Participation

The Academic Senate for California Community Colleges

Adopted Spring 1998

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ABSTRACT

This paper responds to plenary session resolutions directing the Academic Senate Executive Committee to prepare a background paper regarding faculty participation, evaluation and funding of the California Articulation Number (CAN) System.

The paper explores the background and purpose of CAN, examines the CAN-ing process, describes the criteria to qualify courses, discusses faculty participation and identifies systemwide issues in the evaluation and funding of the project.

Local senates should view the CAN-ing process as part of the local curriculum review/approval process and assure that there is faculty participation and oversight. This paper will assist local senates to understand the CAN process and make specific recommendations to ensure faculty and local senate involvement.

INTRODUCTION

The purpose of this paper is to respond to Fall 1994 Plenary Session resolutions (4.4 and 4.5) directing the Educational Policies Committee to prepare a background paper and recommendations regarding faculty participation, evaluation and funding of CAN and assist local senates to better understand the CAN process. The resolutions are as follows:

F94 4.4 CAN Evaluation and Senate Participation

Therefore be it resolved that the Academic Senate for California Community Colleges seek to broaden faculty participation on the CAN Coordinating Council, and

Be it further resolved that the Academic Senate for California Community Colleges participate in an evaluation of CAN, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the CAN Coordinating Council and the Chancellor to seek funding sources other than the Intersegmental Joint Faculty Projects fund.

F94 4.5 Funding of CAN (California Articulation Number) System

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Chancellor that any further fiscal contribution by the California Community Colleges to the CAN project be predicated on the conduct of a formal evaluation which relies primarily on the input from counseling faculty and students, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors that the CAN System Coordinating Council be expanded to include broader community college faculty representation appointed solely by the Academic Senate for California Community Colleges.

The Academic Senate for California Community Colleges has consistently supported eliminating barriers to transfer and recommended the use of an alternate course number system as an option, as long as it includes the elements of academic integrity, academic freedom, appropriate processes and resources for articulation.

In its paper Toward A Common Course Numbering System (Fall 1995), the Academic Senate for California Community Colleges recognized that the California Articulation Number (CAN) System is a key element in the discussion of intersegmental and intrasegmental articulation. This paper concurred with the 1985 California Postsecondary Education Commission (CPEC) study that a uniform course numbering system is not feasible in light of the number of colleges, local governance responsibilities, wide range of curriculum development processes and astronomical cost. Therefore an alternate course numbering system should serve as an expanded numbering system, not replace the institution's number and titles, and be a cross reference on a statewide matrix.

BACKGROUND OF CAN

There are many factors which affect the successful transfer of a student and influence the role and responsibility of colleges and their collective faculty. One major consideration in the student's ability to transfer, either intra-segmentally or inter-segmentally, is the college having the necessary course-to-course articulation.

California Community College students need to have quality course-to-course articulation and a course numbering system which provides accurate academic preparation information. Community college students must know which courses to complete at their home campus to meet specific degree requirements at the receiving institutions. A lack of an articulated, comprehensive, statewide, alternate or expanded numbering system results in transfer students losing time and credit in fulfilling degree requirements. One solution to this problem is the use of an expanded CAN System.

Currently, the CAN System reports that 100 California Community Colleges (CCC), 19 California State Universities (CSU), one University of California (UC), and four private universities and colleges are participating in qualifying courses for CAN. There are 7,186 community college courses that have been CAN approved. This number continues to increase each year.

ORIGIN OF CAN

Historically, there has been much concern over the complexities facing transfer students, barriers to transfer from community colleges to CSU and UC--particularly for disadvantaged and underrepresented students--as well as the stagnant rate of overall transfer. As an approach to assist in overcoming these barriers, CAN began as a voluntary pilot project in 1982. The project involved 12 community colleges and five four-year institutions that were updating their articulation agreements and identifying the most commonly transferred courses in 27 disciplines[1].

The CAN pilot goal was to provide a statewide articulation system and simplify the confusing multiplicity of course numbering systems facing transfer students without requiring these institutions to abandon their own course numbers and titles. As a result, in 1983, the CAN project started statewide on a voluntary basis under a flexible, mutually acceptable set of procedures for institutional participation. During this phase the project was operated without state funding.

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[1] A Guide for California Articulation Numbering System, California Postsecondary Education Commission, 1992.

In addition in 1983, Senate Bill 851 directed CPEC to develop a plan for a course numbering system to be used by public postsecondary educational institutions. The bill reflected a concern about barriers to transfer, primarily for students who were historically underrepresented in higher education. Later codified, Education Code, Chapter 565, directed that the course numbering system be designed to do the following:

- Promote the transfer of community college students to four-year postsecondary institutions by simplifying the identification of transferable courses and specific disciplines and programs to which those courses are transferable.
- Promote the development of a common method of course identification within each segment of public postsecondary education where there is a clear need for such a common method.
- Help identify courses with comparable content, so that certain competencies can be expected upon completion of such courses.

There were several issues implied in the statute mandating the development of a plan[2]:

1. The extent to which a common course-numbering system in California would reduce problems of community college transfer students in meeting baccalaureate degree requirements in an efficient and timely fashion;
2. The feasibility of implementing or adapting a statewide common course numbering system like that in place in Florida;
3. The cost of implementing such a system, including developmental and maintenance costs and its likely cost effectiveness;
4. The alternative to a uniform, statewide course numbering system, its feasibility, and cost; and
5. The ability of the CCC, UC, and CSU to implement alternative systems and their potential support of these options.

In response to Senate Bill 815, CPEC conducted a study that addressed the usefulness, feasibility, and cost of implementing a common course numbering system. CPEC conducted a nationwide study of course numbering systems. The research indicated that only Florida and Puerto Rico had common course numbering systems. The two-year colleges in Puerto Rico are part of the university system, thus leaving Florida as the only state with two or more segments of public higher education to have developed a common course numbering system.

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[2] Common Course -Numbering System, A Report to the Legislature in Response to Senate Bill 851, pg. 2, CPEC 1983.

The CPEC study[3] completed in December 1984 concluded that:

- "A systematic approach to numbering baccalaureate level courses offered by California's various segments and institutions of higher education would help students make choices related to transfer, plan their lower division programs, and evaluate alternative transfer opportunities."

- "A uniform course numbering system like that in Florida is unnecessary in California, excessively costly and bureaucratic, and probably unworkable because of the size and complexity of California higher education. Furthermore, such a uniform system appears to make unduly simplistic assumptions about the comparability or equivalency of courses offered by different institutions and gives community college students and counselors a false sense of security about equivalency if they are not familiar with the special conditions and limitations imposed by some institutions on transfer courses with common numbers."

The conclusions of CPEC included a more systematic approach to numbering baccalaureate level courses and the expansion of CAN. The conclusions also argued that course equivalency guides and matrices of equivalent courses would be of limited value in California because of the large number of programs and institutions involved in the transfer function in California.

In January 1985, CPEC made a recommendation to the Legislature and Governor to fund the implementation of the CAN System. In partnership with the faculty in the UC and CSU, the Academic Senate concurred with that recommendation and urged the systems to work to adopt CAN numbers for all undergraduate courses offered generally across campuses in each segment. Thus, the CAN System officially started July 1985, with the three systems of public higher education sharing the funding. In November 1990, UC withdrew its funding support due to budget constraints, subsequently leaving CAN funding to be shared by the CCC and CSU. A CAN Coordinating Committee, comprised of representatives from CCC, CSU, UC, and Association of Independent California Colleges and Universities (AAICU), provides oversight and direction.

THE CAN SYSTEM

The CAN System is a cross reference course identification system for lower division, transferable major preparation courses. The CAN System is based on course articulation--courses considered to be comparable, but not necessarily identical, and acceptable "in lieu of"

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[3] A Guide for the California Articulation Numbering System. California Postsecondary Education Commission, 1995

each other. The CAN System allows each campus to retain its own course number, prefix, and title. CAN course numbers are listed next to the campus course number and prefix in local college catalogs and other publications.

Criteria to Qualify a Course for CAN

The criterion for courses to qualify to use a CAN prefix is the same for both community colleges and four-year institutions. Course descriptions were developed by intersegmental faculty committees. The descriptions are guidelines for discipline faculty to determine that a comparable course is offered on their campus in order to identify it for the CAN System.

The CAN System is based on written faculty approved articulation of courses between campuses. To qualify a course the following criterion must be met:

- Negotiate written, faculty approved articulation agreements on each course with four California public four-year institutions. (See Appendix A)[4]

The CAN Process

The basic premise of the CAN System is that identically numbered CAN courses are acceptable "in lieu of" each other. Campuses with one or more courses that have met the criterion, and whose officials have signed the "Statement of Commitment," agree to accept the identically numbered courses and use them in the same way their own CAN qualified courses are used. The CAN System eliminates the necessity for each campus to negotiate articulation agreements with every other campus.[5]

Each campus retains its own course number, prefix, and title. The CAN designation (e.g., CAN CHEM 2) is simply added to the course listing in the class schedule, catalogs, and transcripts to assure it is readily identifiable to anyone seeking the information. Students at the participating campus have the certainty that a CAN designated course on their campus will be accepted in lieu of an identically designated CAN course at any other participating campus in the state.

Each course included in the system has been assigned a number and discipline prefix, (e.g., CAN ENGL 2). Semester courses carry EVEN numbers, and quarter unit courses are assigned ODD numbers, (e.g., CAN ENGL 1). When a sequence of courses within a discipline is the sum of the content of two or more courses, it is assigned a letter designation (e.g., CAN ENGL SEQ A).

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[4] A Guide for California Articulation Number System. CPEC Commission, 1995, pg. 7
[5] A Guide for California Articulation Number System. CPEC Commission, 1995, pg. 9

CAN Coordinating Council

The CAN System is overseen by the CAN Coordinating Council which meets two or three times a year to monitor the implementation of the number system statewide, formulate policy, and establish goals. The Council serves as a forum for the exchange of information, debate and discussion of major issues related to the CAN System. Representatives from the system offices of the three segments, the statewide academic senates, and Articulation Officers from the CCC, CSU, and the independent colleges and universities serve on the Coordinating Council.

Upon review, the current CAN Coordinating Council structure does not reflect the primary role of faculty over the curriculum. It is the faculty who are responsible for validating the meeting of educational requirements and who possess the academic expertise to determine the educational standards of courses, programs, and educational models. Therefore, the faculty should be the primary contributor to the monitoring, implementation, policy formulation, and establishing of goals for the CAN System.

Faculty Participation in CAN

The Academic Senate paper, The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice, explicitly states "the design of curricula needed to carry out instruction is the primary role of the faculty and the major area of professional expertise. The faculty maintain a "collective oversight" of the curriculum processes through the academic senate in its role of recommending policies and procedures in the area of curriculum, and by the curriculum committee, as the vehicle by which the academic senate assures that those policies and procedures are implemented and that quality, effective course and programs are recommended for approval."[6]

Most colleges have placed the CAN-ing process as part of the articulation function and distinguished separately from the curriculum process. However, the CAN-ing of a course is predicated on faculty-to-faculty dialogue and articulation agreements.

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty. Faculty in each discipline are responsible for the actual review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this review, identification, and formal written acceptance process has occurred, a course (or courses) is said to have been "articulated." Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.[7]

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[6]The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice, Academic Senate for California Community Colleges, 1996.

[7]Handbook of California Articulation Policies and Procedures, 1995

Those agreements become part of the curriculum processes of the local college and therefore are subjected to local academic senate oversight as an academic and professional matter.

ROLE OF THE ARTICULATION OFFICER

The process of faculty review leading to the articulation of courses between institutions is coordinated and facilitated by the Articulation Officer on each campus. Specifically, the Articulation Officer:

- Initiates faculty approved articulation agreements between institutions of higher education.
- Serves as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptance.
- Serves as an advocate for the faculty and campus academic programs.
- Serves as an advocate for the other articulating institution.
- Serves as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulating institutions.
- Serves on appropriate campus committees.
- Monitors each stage of the articulation process and follows up with departments/faculty for timely responses and decisions.[8]

The articulation function in the CAN-ing processes is labor intensive, time consuming, and less understood as it relates to the curriculum approval functions on local campuses. At the Fall 1992 Plenary Session, the faculty passed a Resolution (4.1) that local academic senates support the articulation officer function. The resolution reads:

F92 4.1 Articulation Officers in Curriculum Committees

Be it resolved that the Academic Senate for California Community Colleges encourage local senates to ensure that their articulation officer serve as a resource to the campus curriculum committee, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to ensure that support of an articulation officer be a campus priority, including the support of the articulation function and clerical assistance.

The Academic Senate Educational Policies Committee in its recent survey (see Appendix B) found:

- forty-seven percent of the colleges reporting indicated that less than .5 FTE of staff time is spent on articulation.
- ninety-two percent of the colleges reporting indicated that there is not enough release time to adequately perform the articulation function.

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[8] Handbook of California Articulation Policies and Procedures, 1995, pg.2.

- eighty-two percent of the colleges reported that the articulation officer is a faculty member (usually doing articulation as part of their assignment. Ten percent reported that their officer was an administrator (as part of his or her assignment). Eight percent reported having classified staff serve as articulation officers.
- ninety-five percent of the colleges reported that the articulation officer served either as a voting member (faculty) or nonvoting member (classified/administrator) of their curriculum committee.

The responses to a recent survey (Spring 1997) indicated a continued need for staffing resources to support the articulation function on most campuses. Local senates need to take a proactive role to ensure this becomes a college priority.

CAN FUNDING AND EVALUATION

The funding level for the CAN System has not increased since its inception in 1985. The project suffered a loss of $70,000 in funding when UC withdrew its support in 1990-91. Subsequently, CSU and CCC were forced to look to other funding sources to cover the costs of operating the system. The California Community Colleges Chancellor's Office used $50,000 of the Intersegmental Joint Faculty Projects Fund which was originally intended to be used for intersegmental faculty-to-faculty projects.

Conversations with the CAN System Office and the Chancellor's Office staff revealed that the project has not undergone any formal evaluation of the efficacy and efficiency of its services. The CAN project has only recently received authorization and funding to conduct a program evaluation.

In response to Academic Senate resolutions (F94 4.4 and 4.5) calling for more faculty participation and evaluation of CAN, the Academic Senate Executive Committee has approved recommending to the Chancellor's Office that the following items be included in any formal evaluation (see Appendix C) of the CAN project. The CAN grant proposal included the following criteria:

1. Evaluate structural and functional characteristics of CAN that create and maintain barriers to the CAN-ing of courses.

2. Evaluate the structures and functions of CAN that effect the dissemination and acquisition of information regarding the CAN processes. To what extent does CAN actually solicit or encourage participation by the four-year institutions?

3. Evaluate CAN's ability to make successful CAN processes available to interested institutions in order to facilitate the "CAN-ing" of courses.

4. Evaluate the level of active faculty-to-faculty dialogue supported by the CAN processes.

5. Evaluate the role of the community college faculty in the governance of CAN.

6. Evaluate to what extent the existing structure or a changed structure of CAN could and would provide for intra-segmental community college transfer.

7. Evaluate the role of the Articulation Officer in the CAN processes.

8. Evaluate how the CAN process recognizes or ensures the final CAN agreement is a result of articulation agreements that include appropriate faculty signatures.

These items were presented to the Chancellor's Office in Spring 1997 with the recommendation that they become part of the established criteria in the grant proposal to fund any CAN evaluation.

RECOMMENDATIONS TO LOCAL SENATES

In researching the background information on the CAN System and evaluating the results of the accompanying survey of local college articulation practices (see Appendix B), the Academic Senate for California Community Colleges would make the following recommendations to local senates:

1. Local senates recognize the CAN process as part of the local curriculum review/approval process.

2. Local senates must ensure that the signatures of discipline faculty are on the request forms (e.g., Statements of Commitment) when submitting courses for CAN approval. This documentation should be provided by the colleges.

3. As a standard of practice, the articulation function on the campus should be assumed by a faculty member with the knowledge and expertise of the curriculum.

4. Local senates should evaluate the amount of time needed for articulation within the college, particularly that needed to develop articulation agreements and CAN-ing of courses, to ensure that students can identify transferable courses required for access.

5. Local senates should ensure that the Articulation Officer participates in the curriculum approval process by being a resource to or serving on the curriculum committee.

SUMMARY

In summary, this paper furthers the recognition that CAN is critical to any dialogue about intersegmental or intrasegmental articulation. The process of CAN-ing a course is part of the articulation function, however on local campuses this process is often mistakenly distinguished as separate from the curriculum process, and should not be so.

Further, faculty participation in the CAN-ing process is essential. The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions resides with the discipline faculty. The process is predicated on faculty-to-faculty dialogue resulting in articulation. This articulation is facilitated by the college Articulation Officer who may or may not be a faculty member. This articulation function is labor intensive, time consuming, and less understood within the curriculum approval function on local campuses than it should be.

Finally, this paper demonstrates that local senates have a responsibility to remain informed on the CAN-ing process, as it relates to articulation and curriculum approval/review. Local senates need to ensure that when the college submits courses for CAN approval that there is evidence of faculty signatures on the course-to-course articulation agreements.

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California Community College, "*Handbook of California Articulation Policies and Procedures,*" 1995.

Appendices

(A Guide for the California Articulation Number System. Revised 1995)

What are the Criteria to Qualify A Course for the California Articulation Number System?

Accredited public or private colleges and universities in California offering associate degrees, baccalaureate-level transfer courses, or baccalaureate degrees may qualify courses to use California Articulation Numbers and participate in the System.

The California Articulation Number System is based on written, faculty-approved articulation of courses between campuses. To qualify a course to use a California Articulation Number, the following criteria must be met for each course:

NEGOTIATE WRITTEN, FACULTY APPROVED ARTICULATION AGREEMENTS ON EACH COURSE WITH FOUR CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS.

Figures 1 and 2 illustrate a possible set of articulation agreements for a campus to qualify a course. The double-headed arrow symbol indicates bilateral, verified articulation agreements are in effect.

FIGURE 1. General Chemistry for Science Majors - 2 yr. campus

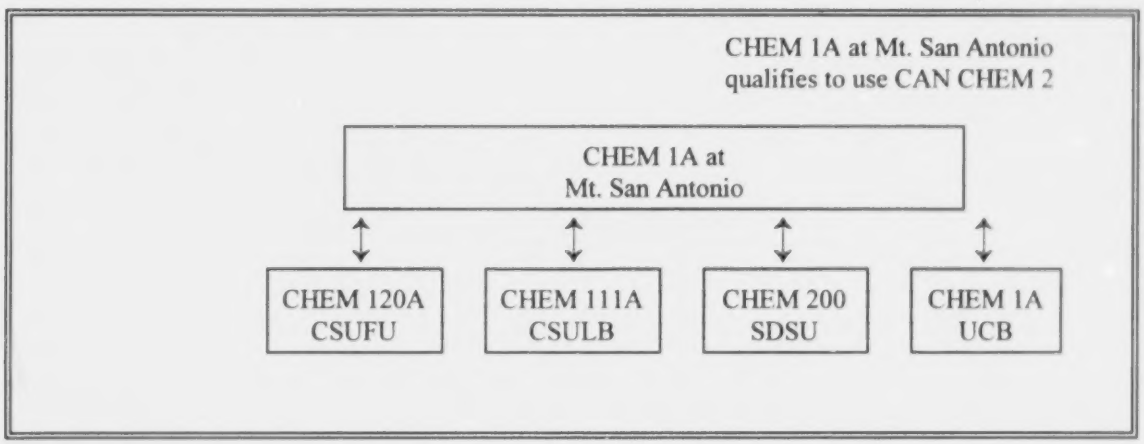
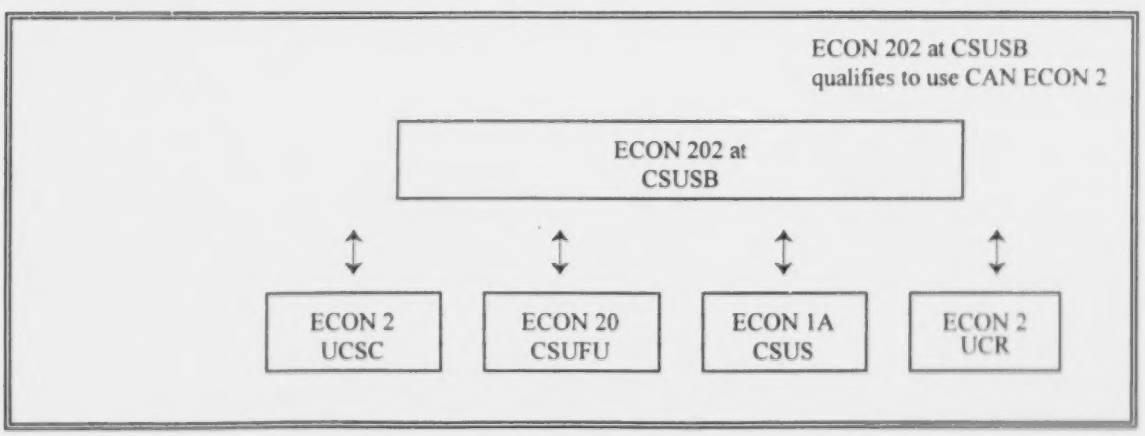

CHEM 1A at Mt. San Antonio qualifies to use CAN CHEM 2
CHEM 1A at Mt. San Antonio
CHEM 120A CSUFU
CHEM 111A CSULB
CHEM 200 SDSU
CHEM 1A UCB

FIGURE 2. Introduction to Macroeconomics - 4 yr. campus



APPENDIX B

EDUCATIONAL POLICIES COMMITTEE
California Numbering System Survey
February 1997

This survey was distributed to local senate presidents and college Articulation Officers. The committee received 80 out of 107 responses for a 74.7% return rate.

1. **What structural and functional characteristics of CAN create and maintain barriers to the creation or "CAN-ing" of courses on your campus?**

   - University of California system does not participate.
   - Time it takes to get articulation agreements authorized by four-year institutions.
   - Getting articulation updates from four-year institutions when curriculum changes are made.
   - CAN office - functions only as "middle man."
   - Difficult to discuss directly with four-year institutions.
   - Number of colleges needed to have a course "CAN" qualified.
   - Faculty may not wish to modify curriculum to qualify CAN courses.
   - Difficult for small community colleges to get four-year colleges to authorize.
   - Course-to-course vs. sequence verification can be a problem because of quarter vs. semester course.

2. **To what extent does CAN solicit or encourage participation by the four-year institutions?**

   - Local community college level--(unknown). Limited interaction between faculty.
   - System level - CAN office encourages and solicits four-year institutions to participate.
   - CAN office representation sit on segmental or intersegmental meetings.

3. **How would you describe the level of faculty-to-faculty dialogue in the CAN process?**

   - Very active in the development of course articulation agreements.
   - Good for statewide subject area committees writing the common course descriptions.
   - There is little to no dialog between faculty at the local level or regional level.

4. **To what extent does the faculty senate involve itself with the articulation function?**

   - CAN is the end of the articulation process - articulation agreements have already been developed.
   - Responsibility to follow through with "CAN-ing" course is delegated to Articulation Officer in conjunction with the curriculum approval process review.

5. **Is the Articulation Officer–**

faculty	**classified staff**	**administrator**
82%	8%	10%

6. **What percentage of time is spent on articulation?**

over 50 percent	**under 50 percent**
52.5%	47.5%

Range was from as little as 2 percent to 100 percent.

7. **Is this adequate time to perform articulation function? (part-time response)**

yes - 8 percent no - 93 percent

No statewide standards on how much articulation time is needed to minimally perform the function.

8. **Does the Articulation Officer have sign off on the CAN agreements?**

Not applicable..... use of word "CAN" agreements. There isn't a CAN agreement. Based on faculty approved articulation agreements, an articulation report form is sent to the CAN office and the office confirms that the course is qualified to use the CAN designation.

9. **Can the Articulation Officer approve or disapprove a decision made by the discipline faculty?**

Not applicable. Articulation Officers don't make decisions.

10. **Does the Faculty President review and sign off on the final CAN report?**

Confusion with sign off on agreements. Majority reported that Faculty Presidents does not see report.

11. **Does the Articulation Officer serve as a Curriculum Committee member or resource to the committee?**

Ninety-five percent reported that they served either as voting (faculty) or nonvoting member (classified/administrator).

APPENDIX C

The Educational Policies Committee
January 1997

The Educational Policies Committee submit to the Academic Senate Executive Committee the following criteria to be incorporated into the evaluation of the CAN System.

Evaluation of CAN

1. Evaluate structural and functional characteristics of CAN that create and maintain barriers to the creation of "CAN-ing" of courses.

   If a community college does the work of making local agreements with four-year colleges or universities in the CSU (or UC) system and the Articulation Officers turn in different numbers, CAN does not notify either of the institutions of a problem. The institutions are left to "stumble" upon the fact that the courses have yet to be assigned CAN numbers.

   Currently, the requirement/guidelines of CAN require the signatures of the Articulation Officer. This requirement is in place to ensure the appropriate filing of the CAN agreements. It does not allow for faculty in two departments to come to agreement and have the courses assigned a number despite the treatment of the agreement by Articulation Officers.

2. Evaluate the structures and functions of CAN that effect the dissemination and acquisition of information regarding the CAN processes. To what extent does CAN actually solicit or encourage participation by the four-year institutions?

   UC has ceased to participate. The participation rates in the community colleges and CSU significantly varies. CAN does not appear to view its responsibilities to be those outside the area of collection of the information.

3. Evaluate CAN's ability to make successful CAN processes available to interested institutions in order to facilitate the "CAN-ing" of courses.

   Some colleges are remarkably successful with CAN-ing courses and have several courses articulated with the CAN System. CAN should take on the responsibility and view as part of its responsibility, the dissemination of information regarding what works in the CAN processes.

4. Evaluate the level of active faculty-to-faculty dialogue supported by the CAN processes.

5. Evaluate the role of the community college faculty in the governance of CAN.

   The makeup of the Articulation Council does not reflect the primacy of faculty over curriculum.

6. Evaluate to what extent the existing structure or a changed structure of CAN could and would provide for intrasegmental community college transfer.

Currently, the articulation agreements included in the CAN processes are agreements made between local community colleges and CSU department faculty. These agreements are intended to facilitate transfer from the community colleges to the four-year institutions. However, currently a large number of students "transfer" from one community college to another. The courses, numbers, and content are drastically different. The common course numbering legislation called for the creation of a common numbering system. Relying upon advice of the faculty, the approach supported by the community colleges is the expansion of CAN to include intrasegmental articulation between community colleges.

7. Evaluate the role of the Articulation Officer in the CAN processes.

The community college needs to be a better job of ensuring the faculty have the primary responsibility of the curriculum. Some institutions have Articulation Officers that actually can approve or disapprove of a decision made by the discipline faculty.

8. Evaluate how the CAN process recognizes or ensures the final CAN agreement is a result of articulation agreements that include appropriate faculty signatures.

Before authorizing the agreement, the CAN Office should be able to recognize the documentation provided by colleges which should evidence that the faculty signatures are on the articulation agreements.

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